



Virginia Substitute Evaluation Program

Implementation Manual

2007-2008

TABLE OF CONTENTS

1. VIRGINIA SUBSTITUTE EVALUATION PROGRAM DESCRIPTION	1
2. VSEP WITHIN THE STATE ACCOUNTABILITY SYSTEM.....	2
3. SCHOOL DIVISION RESPONSIBILITIES FOR THE VSEP	3
4. CRITERIA FOR PARTICIPATION IN THE VSEP.....	4
4.1 Determine Eligibility of Students for the VSEP	4
4.2 Become Familiar with Special Accommodations	4
4.3 Identify Students for the VSEP.....	4
4.4 Determine the SOL Course to be Assessed	5
5. PROCEDURES FOR THE VSEP.....	6
5.1 Inform Parents about the VSEP	6
5.2 Examine How the Student Accesses SOL Content	6
5.3 Create an Evaluation Plan.....	6
5.4 Submit the Intent Form and Course Evaluation Plan	6
5.5 Inform Student of Requirements	7
6. COURSE WORK COMPILATION.....	8
6.1 Include Varied Types of Evidence	8
6.2 Select Evidence for SOL in the Test Blueprints	9
6.3 Provide Special Accommodations	9
6.4 Use Student Evidence Identification (SEI) Tag	9
6.5 Organize the CWC for Return to the School Coordinator	10
6.6 Inspect the CWC and Prepare for Scoring	10
6.7 Complete Course Work Compilation Submission Cover Sheet and Affidavit	10
7. VSEP SCORING SYSTEM.....	11
7.1 Required Documentation for Scoring.....	11
7.2 Procedures for Reviewing and Scoring the CWC	11
7.2.1 Process for scoring.....	11
7.2.2 General VSEP scoring rules.....	13
7.2.3 Score reports.....	14
8. VSEP RESCORE PROCESS	15
8.1 Purpose of Rescore	15
8.2 Procedures for Request to Rescore CWC.....	15
9. RESUBMISSION.....	15

TABLE OF CONTENTS

Continued

APPENDICES

APPENDIX A	<i>Intent to Submit a Substitute Evaluation Form</i>	17
APPENDIX B	<i>Evaluation Plan Submission Form</i>	21
APPENDIX C	<i>Evaluation Plan Approval/ Denial Form</i>	23
APPENDIX D	<i>Course Work Compilation Submission Cover Sheet and Affidavit.....</i>	24
APPENDIX E	<i>Completed Course Work Compilation Submission Checklist.....</i>	25

LIST OF TABLES

Table 1.	Virginia Assessment Program Options for Students with Disabilities	2
Table 2.	Scoring Rubric.....	11
Table 3.	Scoring Rubric Addendum	12

NEW FOR 2007- 2008

Carefully review this *VSEP Implementation Manual* in addition to other related resources identified within and resources provided by your school division. Please pay attention to the following:

Manual Format

- Beginning with the 2007-2008 school year, please use the newly designed *VSEP Implementation Manual*. This manual is a guide primarily for teachers who are providing instructions to students who are participating in the VSEP alternative assessment. It includes the following information:
 - (1) program description
 - (2) roles and responsibilities of staff
 - (3) participation criteria
 - (4) implementation procedures
 - (5) guidelines for preparing evidence
 - (6) summary of scoring, rescoring, and resubmission processes

NOTE: Please destroy all “old” VSEP Procedural Manuals.

Participation Guidelines

- Students are not allowed to participate in the VSEP and the regular SOL assessment for the same subject area test during the fall or spring administrations.

Course Work Compilation (CWC)

- Tests in a multiple-choice format are not allowed as evidence.
- Beginning with the 2007 Fall/2008 Spring administrations, items submitted in the CWC may have the newly designed *Student Evidence Identification* (SEI) tag:

STUDENT EVIDENCE IDENTIFICATION (SEI) TAG	
<input type="checkbox"/> VGLA	<input type="checkbox"/> VSEP
Content Area:	
SOL:	
Bullet:	
Inferred:	Demonstrated:

The SEI tags may be ordered from Pearson via PEMSolutions or downloaded from the VDOE website at:

www.doe.virginia.gov/VDOE/Assessment/VSEP/SEITemplate.doc

NOTE: 2007-2008 will be considered a transition year and both SEI tags and DIS stickers will be acceptable on Course Work Compilations (CWC).

Revised 9/19/07

1. VIRGINIA SUBSTITUTE EVALUATION PROGRAM DESCRIPTION

The Virginia Substitute Evaluation Program (VSEP) is an alternative method of assessing students who by the nature of their disability are unable to participate in the regular Standards of Learning (SOL) assessments even with testing accommodations. The difference between the regular SOL tests and the VSEP is the method of assessment. Students participating in the VSEP are expected to provide evidence of achievement through a Course Work Compilation (CWC) based on the same standards as students taking the regular multiple-choice and direct writing SOL tests.

A student's CWC represents his or her performance and skills attained within a specific subject area addressed in the SOL test blueprints. The VSEP provides eligible students with the opportunity to earn the requisite verified credits for a standard or advanced studies diploma or to meet the requirements of a modified standard diploma through non-traditional means.

The VSEP is available to students with disabilities who are enrolled in courses with end-of-course SOL assessments and students in grades 9-12 who need the grade 8 numeracy and literacy certification required to earn a modified standard diploma. All students with disabilities participating in the VSEP must meet the eligibility criteria established by the Virginia Department of Education. All participation decisions are the responsibility of the student's IEP or 504 team.

As an alternative method of assessment, the VSEP consists of the following six components:

❶ Intent to Submit a Substitute Evaluation Plan

This form is completed and signed by the student's IEP or 504 team. It documents that the student meets the VSEP eligibility criteria, the accommodations considered, and that an alternative method of assessment is justified. The *Intent to Submit a Substitute Evaluation Plan* must be submitted to the Virginia Department of Education.

❷ Evaluation Plan Submission Form

In addition to providing information about the student and the school division, this form describes the assessment evidence planned to demonstrate the student's individual achievement for each SOL on the course test blueprint. The *Evaluation Plan Submission Form* must be submitted to the Virginia Department of Education.

❸ Evaluation Plan Approval/Denial Form

This form documents the Virginia Department of Education's response to the student's evaluation plan for an alternative assessment. The response may be approved, denied, or pending receipt of additional information.

❹ Course Work Compilation

The CWC is a collection of student work that demonstrates individual achievement in course content standards as presented in the SOL test blueprint for the academic content area being assessed.

❺ Course Work Compilation Submission Cover Sheet and Affidavit

The CWC Cover Sheet includes the *Affidavit of Student Performance* that ensures all evidence presented in the CWC is the student's individual work completed under the supervision of the content teacher or other school personnel.

❻ Request to Rescore (as appropriate)

A school division may request a CWC be rescored if the student received a failing score AND there is agreement between two school division staff members that it should have received a higher score.

2. VSEP WITHIN THE STATE ACCOUNTABILITY SYSTEM

The *No Child Left Behind (NCLB) Act of 2001* requires that all students, including those with disabilities, be assessed on statewide accountability measures to determine Adequate Yearly Progress (AYP). The *Individuals with Disabilities Education Improvement Act (IDEIA)* and NCLB require states to create alternate assessments for students unable to take the general statewide assessments.

For all students with disabilities identified under the *Individuals with Disabilities Education Improvement Act of 2004*, the Individualized Education Program (IEP) team determines how the student will participate in the accountability system. For students identified under *Section 504 of the Rehabilitation Act of 1973* as amended, the 504 committee determines how the student will participate. The IEP or 504 plan must specify the student's participation in either the SOL assessments or the Virginia Alternate Assessment Program (VAAP), according to specific criteria.

The VSEP is an option for participation in the SOL assessments and should not be considered as a separate assessment system for a specific course or student. Students are not allowed to participate in the VSEP and the regular SOL assessment for the same subject area test during an administration.

Table 1. Virginia Assessment Program Options for Students with Disabilities

Content Standards	Assessment Options	Available to Students
Standards of Learning (SOL)	Regular SOL Assessments without accommodations	Grades 3-8 and EOC tests
	Regular SOL Assessments with accommodations	Grades 3-8 and EOC tests
	Virginia Substitute Evaluation Program (VSEP) /Verified Credit for Standard and Advanced Studies Diploma options (Student submits a Course Work Compilation)	End-of-Course (EOC) tests
	VSEP/Literacy and Numeracy Certification for Modified Standard Diploma option (Student submits a Course Work Compilation)	Grade 8 Reading and Mathematics tests
	*State-approved substitute tests for verified credits or literacy and numeracy certification	EOC tests Grade 8 Reading and Mathematics tests
	Virginia Grade Level Alternative (VGLA) Assessment (Student submits a Collection of Evidence)	Grades 3-8 subject area content tests
Aligned SOL	Virginia Alternate Assessment Program (VAAP) (Student submits a Collection of Evidence)	Grades 3-8 and Grade 11 for Reading, Mathematics, Science and History/Social Science tests

*Current list of state-approved substitute tests are located at: www.doe.virginia.gov/VDOE/Assessment/SubTestChart.pdf

3. SCHOOL DIVISION RESPONSIBILITIES FOR THE VSEP

Many school division personnel are responsible for the implementation of the VSEP. These include:

- Division Director of Testing (DDOT)
- Director of Special Education
- School Coordinator
- Course Content Teacher
- Special Education Teacher

A brief explanation of the roles and responsibilities of each of these persons follows.

Division Director of Testing

Each division has designated a Division Director of Testing (DDOT). The DDOT serves as the point of contact between the school division and the Virginia Department of Education and Pearson. The DDOT has divisionwide responsibility for implementation of VSEP requirements and procedures and the dissemination of VSEP reports.

Director of Special Education

In addition to being familiar with VSEP requirements and procedures, the Director of Special Education must identify and address the professional development and support needs of special education and related services personnel involved in the VSEP CWC. The Director of Special Education and the DDOT are encouraged to share responsibilities for planning and ensuring that appropriate training and materials are provided to teachers and all other division staff responsible for the implementation of VSEP.

School Coordinator

The School Coordinator is the person designated within each school to serve as the point of contact between the DDOT and the school. The School Coordinator is responsible for ensuring that all procedures required for the VSEP are implemented within the school. The School Coordinator may be asked to monitor the development and progress of the CWC to ensure that all SOL are addressed. Any questions the School Coordinator has regarding the VSEP are to be directed to the DDOT or Director of Special Education.

Course Content Teacher

The course content teacher is responsible for implementing the VSEP guidelines according to the procedures contained in this manual. The remaining sections of this manual contain more specific information about the teacher's duties and responsibilities for the VSEP. Any questions the course content teacher has regarding the VSEP are to be directed to the School Coordinator.

Special Education Teacher/Case Manager

Like the course content teacher, the special education teacher/case manager is responsible for implementing the VSEP according to the established guidelines. The special education teacher is responsible for supporting the instructions of VSEP students by providing effective strategies and adapting materials. Any questions the special education teacher has regarding the VSEP are to be directed to the School Coordinator.

4. CRITERIA FOR PARTICIPATION IN THE VSEP

4.1 Determine Eligibility of Students for the VSEP

Criteria for participation in the VSEP are as follows:

- The student must have a current IEP or 504 plan.
- The student must be enrolled in a course or have passed a course that has an SOL EOC test and/or the student is pursuing a Modified Standard Diploma and is seeking certification to meet the literacy and/or numeracy requirements.
- The impact of the student's disability demonstrates to the IEP team or 504 committee that the student will not be able to access the SOL assessments even with accommodations and therefore requires a substitute evaluation.
- All accommodations have been considered for use with the student in the course/content submission area.

Justification for determining eligibility for the VSEP should not be based on the following:

- student's disability;
- belief that the student may fail the test;
- belief that the student does not need this assessment to be promoted to the next grade or to graduate with an advanced studies diploma, a standard diploma, a modified standard diploma, a special diploma, or a certificate;
- student is reading or is performing below grade level;
- belief that the experience will be too stressful for the student;
- student's behavior prohibits taking the test with a group; or
- student has not mastered all of the curricula that are covered in the assessment(s).

4.2 Become Familiar with Special Accommodations

In considering possible participation in the substitute evaluation program, IEP team/504 committee members need to be sure that all possible SOL test accommodations have been examined within the student's program in order to provide access to content and assessment within the specific SOL course. Refer to Appendix A, Section III, *Allowed Accommodations*, for a list of accommodations that are currently available for use on SOL assessments. Questions about whether accommodations not listed are permissible for a specific test should be directed to the School Coordinator or the Division Director of Testing.

4.3 Identify Students for the VSEP

In making the decision regarding participation in the VSEP, all students with disabilities must first be considered for SOL test participation. A student may be able to participate in the SOL assessments with accommodations. Participation in the VSEP should only be considered after SOL participation has been discussed and all possible accommodations have been fully examined. Eligibility decisions must be made on a test-by-test basis, and individual basis.

The identification of students to participate in the VSEP is a responsibility of the IEP team/504 committee. In exercising this responsibility, all IEP teams/504 committees are required to use the criteria for participation in Section 4.1.

The participation criteria are designed to guide teams in identifying the population of students with disabilities who are unable to access the SOL tests even with accommodations. When using these criteria, IEP teams/504 committees should base decisions on current and historical data such as evaluations, school records, parent/teacher input, medical records, etc.

The IEP team/504 committee decision about participation in the substitute evaluation shall be documented in the student's IEP or 504 plan. All information pertaining to the student's participation in the VSEP shall be maintained in accordance with §22.1-289 of the Code of Virginia and Board of Education Regulations 8VAC20-150-10 (Transfer and Management of Scholastic Records).

4.4 Determine the SOL Course to be Assessed

Based upon meeting the VSEP participation criteria and Virginia Department of Education approval of the course evaluation plan, students may qualify to submit a VSEP CWC for the following courses:

End-of-Course content areas

- English: Writing
- English: Reading
- Algebra I
- Algebra II
- Geometry
- Biology
- Earth Science
- Chemistry
- Virginia and United States History
- World History I
- World History II
- World Geography

Grade 8 content areas required for the Modified Standard Diploma

- Reading (literacy assessment)
- Mathematics (numeracy assessment)

5. PROCEDURES FOR THE VSEP

5.1 Inform Parents about the VSEP

Local school divisions are responsible for informing parents of students with disabilities who qualify for VSEP as an option, and for communicating how evidence of student performance will be collected, the types of evidence needed, and the conditions for gathering such evidence. Parent information is available from Parent Resource Centers, Division Directors of Testing, Directors of Special Education, and the Virginia Department of Education, Division of Student Assessment and School Improvement. If photographs, videotapes, or audiotapes are to be submitted as a type of evidence, school divisions must obtain written parental consent. Consent should remain on file in the school division.

5.2 Examine How the Student Accesses SOL Content

The IEP team/504 committee examines how the student accesses instruction and content and demonstrates the knowledge learned in the general education course being considered for the substitute evaluation program. Consideration for participation in the substitute evaluation program is on a test-by-test basis. The IEP team/504 committee examines the full range of accommodations before considering the student for the VSEP. If the IEP team/504 committee finds that the student cannot be accommodated on a specific SOL assessment, the team should complete an *Intent to Submit a Substitute Evaluation Form* (Appendix A) and document that the student's performance and skills will be evaluated using the VSEP. This form must be completed during an IEP/504 meeting and must include a justification statement. The justification statement should address the accommodations tried by the student and the current accommodations being used during instruction and classroom assessments. A separate intent form must be submitted for each course assessment where the student is seeking to use the VSEP.

5.3 Create an Evaluation Plan

Once the decision to participate in the VSEP has been made by the IEP team/504 committee, the student's course content teacher and the student's special education teacher are responsible for creating an evaluation plan. The evaluation plan (Appendix B) explains how the student will demonstrate individual achievement on the specific SOL addressed in the test blueprints. The SOL test blueprints for each content area are located at:

www.doe.virginia.gov/VDOE/Assessment/soltests/

The evaluation plan must include the *Evaluation Plan Submission Form*.

5.4 Submit the Intent Form and Course Evaluation Plan

The building administrator or designee is responsible for submitting to the DDOT a completed intent form **and** proposed course work evaluation plan. The DDOT is responsible for submitting these forms to the Virginia Department of Education, Division of Student Assessment and School Improvement.

Within ten business days from receipt, each *Intent to Submit Form* and *Evaluation Plan* will be reviewed and will be marked approved, denied, or pending receipt of additional information using the *Evaluation Plan Approval/Denial Form* (Appendix C).

If the evaluation plan is approved, the course content teacher and special education teacher may proceed with implementing the evaluation plan and collecting evidence for the student's CWC. The evaluation plan may address evidence for the CWC over the duration of the course and must reflect a complete demonstration of skills and knowledge related to the standards addressed in the plan.

If the evaluation plan is marked denied or pending, the course content teacher and special education teacher should examine the recommendations on the *Evaluation Plan Approval/Denial Form* and take appropriate actions. Within ten business days from receipt of the denial, the building administrator or designee is responsible for resubmitting an amended evaluation plan to the Division of Student Assessment and School Improvement.

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5.5 Inform Student of Requirements

After the approval has been received, the course content teacher and/or special education teacher should inform the student and parents and carefully review requirements and expectations of the VSEP program. This review should include but be not limited to the discussion of:

- SOL test blueprints for the assessed content areas;
- types of evidence to demonstrate SOL knowledge and skills;
- scoring rules and procedures; and
- anticipated submission date of the completed CWC.

6. COURSE WORK COMPILATION

A Course Work Compilation (CWC) is a selection of student work that demonstrates that she/he has achieved a level of performance for a specific SOL course/content area.

6.1 Include Varied Types of Evidence

Students must submit a CWC containing representative samples of work that demonstrate a level of performance in content based on the SOL. The actual evidence selected may include but is not limited to work samples, audiotapes, videotapes, anecdotal records, interviews, charts/graphs, and other student-generated work that demonstrates a level of performance in the selected content area submitted. The evidence selected should reflect consistent use of classroom accommodations specified for the student in his or her IEP or 504 plan. Beginning in the 2007-2008 administration, multiple-choice test formats as evidence will not be scored. ONLY work completed by the student under the direct supervision of a teacher or paraprofessional is allowable in the CWC. Adherence to the evaluation plan is very important. All evidence submitted must be identified by a *Student Evidence Identification* (SEI) tag and must be graded so the right and wrong answers are clearly identified.

Several examples of evidence that may be included in a CWC are as follows:

Example 1

A student may write an in-depth research paper on a subject of interest that includes a bibliography of cited works. This paper may be submitted to defend a number of English standards:

9.7a,b

The student will credit the sources of both quoted and paraphrased ideas.

- Define the meaning and consequences of plagiarism.
- Distinguish one's own ideas from information created or discovered by others.

10.10a,b

The student will collect, evaluate, and organize information.

- Organize information from a variety of sources.
- Verify the accuracy and usefulness of information.

11.9a-d

The student will analyze, evaluate, synthesize, and organize information from a variety of sources into a documented paper dealing with a question, problem, or issue.

- Narrow a topic.
- Develop a plan for research.
- Collect information to support a thesis.
- Evaluate quality and accuracy of information.

Example 2

Students may send in work samples from class projects that are specific to a standard, and/or products that demonstrate understanding of the concepts evidenced.

Example 3

Students may submit an audiotape to demonstrate proficiency in reading or literature, or for describing a concept or progression. Students may use an audiotape to evidence their abilities to instruct others in a sequence or activity.

Example 4

Students may submit charts or graphs they have completed using principles in mathematics or statistics. Students may submit work completed on word processors or graphing calculators to demonstrate the ability to complete specific functions addressed in mathematics or science.

6.2 Select Evidence for SOL in the Test Blueprints

Standards evidenced should be those contained in the *Virginia Standards of Learning Test Blueprint* for the specific content area being assessed. The SOL test blueprints are located at:

www.doe.virginia.gov/VDOE/Assessment/soltests/

Any standards noted in the blueprint as “SOL Excluded from This Test” should not be evidenced in the student’s CWC. ONLY those SOL described and contained within the test blueprint for a given course must be evidenced in the CWC. The CWC should reflect knowledge and skill(s) in each standard and reflect the student’s performance for a given standard to the greatest extent possible. The work submitted within the CWC must be solely that of the student.

Each SOL can be evidenced with a single entry or within the body of a larger work. Students may submit projects or papers that reflect proficiency on multiple standards. For example, a student may submit a research paper with citations to demonstrate a level of proficiency for multiple English standards. A student may submit a science experiment on videotape to demonstrate proficiency for multiple Chemistry standards.

6.3 Provide Special Accommodations

Students should complete the CWC using appropriate accommodations provided in their academic settings and documented in their IEP or 504 plan. However, evidence submitted for the VSEP should demonstrate that the student understands the concepts and content evidenced, and demonstrates a level of achievement for the SOL being assessed.

6.4 Use Student Evidence Identification (SEI) Tag

Each item of evidence must have an SEI tag (or DIS sticker). This tag identifies the assessment and provides the content area, the specific SOL number, and any bullets addressed by the evidence.

The SEI tag (or DIS sticker) should also indicate whether the evidence is demonstrated or inferred. Demonstrated should be used to describe evidence in which the SOL knowledge and skill are clearly shown. The term inferred should be used if the evidence permits the positive conclusion to be made regarding the student’s knowledge of SOL content. Typically, when inferred is used, the evidence presented represents a higher-level skill. Knowledge of a less complex skill can be concluded (or inferred) on the basis of the higher-level skill that has been demonstrated.

STUDENT EVIDENCE IDENTIFICATION (SEI) TAG	
<input type="checkbox"/> VGLA	<input checked="" type="checkbox"/> VSEP
Content Area: Algebra I	
SOL: A-10	
Bullet:	
Inferred:	Demonstrated: ✓

6.5 Organize the CWC for Return to the School Coordinator

The student's course content teacher and special education teacher/case manager should identify evidence for inclusion in the CWC. Consideration should be given to the student's program of study and exposure to all content assessed on the SOL test blueprints, as performance on the VSEP is based on the same standards. Any planned products or work samples should be written into the student's course evaluation plan. Student-generated work samples such as research papers, projects, videotapes, audiotapes, and all required documentation should be organized into a three-ring binder. Videotapes and audiotapes should be packaged in a secure manner with the student, school division, and school names written on the tape. A transcript for each tape submitted should also be provided in case the tapes are lost or malfunction. Videotapes and audiotapes should have an SEI tag (or DIS sticker).

6.6 Inspect the CWC and Prepare for Scoring

Prior to submission of the CWC for scoring, the collection should be carefully reviewed by the course content teacher, the school coordinator, and other school or division personnel.

The review should ensure that all:

- required forms are completed and signed.
- SOL addressed in the test blueprint are evidenced in the CWC.
- work samples are appropriately graded and include a completed SEI tag (or DIS sticker).
- accommodations are noted and documented.

The VSEP *Completed Course Work Compilation Submission Checklist* provided in Appendix E may be used to review and inspect the CWC prior to submission for scoring.

6.7 Complete Course Work Compilation Submission Cover Sheet and Affidavit

All staff persons who have provided supervision of the student during the creation of the CWC must complete and sign an *Affidavit of Student Performance*. The affidavit ensures that all work is solely that of the student and that it has not been altered, modified, or fabricated in any way. A copy of the *Course Work Compilation Submission Cover Sheet and Affidavit* is located in Appendix D.

7. VSEP SCORING SYSTEM

7.1 Required Documentation for Scoring

The *Evaluation Plan Approval/Denial Form* (Appendix C) and the *Course Work Compilation Submission Cover Sheet and Affidavit* (Appendix D) must accompany each student's CWC for scoring. The signed affidavit ensures that the evidence in the CWC is that of only the student. The course content teacher and special education teacher should complete all locally required documentation and organize the CWC according to the *Course Evaluation Plan* (Appendix B, Section III). It is the responsibility of the DDOT to submit the final CWC and required documentation for scoring on specified dates and locations provided by the Virginia Department of Education.

7.2 Procedures for Reviewing and Scoring the CWC

Pearson will select and train scorers to review the submitted CWC. Scorers will consist of individuals who are familiar with the course content area being assessed and the characteristics of the submitting students.

Scorers will focus on the content area being assessed and the evidence presented within the CWC. Evidence in the CWC **MUST** demonstrate the required SOL content identified in the test blueprints for the area being assessed and the level of the student's individual achievement. (Refer to the *Virginia's Standards of Learning Test Blueprints* at:

www.doe.virginia.gov/VDOE/Assessment/soltests/

7.2.1 Process for scoring

The scoring process for the VSEP involves the use of a four-point rubric that judges the evidence presented in the CWC as it relates to the standards being addressed.

Table 2. Scoring Rubric

Score	Descriptors
0	There is <i>no evidence</i> of the specific Standard(s) of Learning being addressed.
1	There is <i>little evidence</i> that the student has demonstrated the skills and knowledge stated in the Standard(s) of Learning being addressed.
2	There is <i>some evidence</i> that the student has demonstrated the skills and knowledge stated in the Standard(s) of Learning being addressed.
3	There is <i>adequate evidence</i> that the student has demonstrated the skills and knowledge stated in the Standard(s) of Learning being addressed.
4	There is <i>ample evidence</i> that the student has demonstrated the skills and knowledge stated in the Standard(s) of Learning being addressed.

Table 3. Scoring Rubric Addendum

The rubric is augmented by an addendum to provide further explanation and understanding of the scoring terms.

Descriptor	Detailed Explanation
No Evidence	A score point of “0” may be assigned if the evidence submitted does not show any level of individual achievement for the SOL being defended.
Little Evidence	The course work compilation provides a minimally sufficient <i>demonstration</i> of the student’s knowledge and understanding of the SOL. The evidence is incomplete and mostly inaccurate, exhibiting only a very basic level of understanding. Overall, the quality of the evidence presented is weak and does not satisfy most of the requirements of the SOL.
Some Evidence	The course work compilation provides only a partially sufficient demonstration of the student’s knowledge and understanding of the SOL. The evidence may be incomplete or may exhibit major lapses in accuracy. Overall, the quality of the evidence presented does not satisfy many of the requirements of the SOL.
Adequate Evidence	The course work compilation provides a reasonably sufficient demonstration of the student’s knowledge and understanding of the SOL. Most of the student’s work is accurate and correct, but the performance is not consistent and may be incomplete. Overall, the quality of the evidence presented is appropriate and satisfies many of the requirements of the SOL.
Ample Evidence	The course work compilation provides a fully sufficient demonstration of the student’s knowledge and understanding of the SOL. Minor lapses in accuracy and completeness may occur, but overall the quality of the evidence presented consistently and appropriately satisfies most of the requirements of the SOL.

7.2.2 General VSEP scoring rules

Rule 1 Evidence must be student-generated

- If the student work is copied from sources such as the blackboard, texts, or computer, the work cannot be considered in scoring.
- If the student work is based on a take-home test, open-book test, or homework, the work cannot be considered in scoring.
- If the student work includes examples or directions that clearly provide answers for students, the work cannot be considered in scoring.
- If the student work is done as part of a group project or assignment, the contribution of the submitting student must be clearly identified.

Rule 2 Evidence must include a correctly completed SEI tag

- If there is no SEI tag (or DIS sticker), the evidence cannot be considered in scoring.

Rule 3 Evidence must clearly address accommodations, captions, and grading, as appropriate

Accommodations

- If an accommodation has been used in the creation of the evidence, then the accommodation must be documented in the evidence.

Captions

- If the evidence includes photographs, captions that address the student's individual achievement must be included; otherwise the evidence cannot be considered in scoring.

Grading

- If the evidence includes work samples such as worksheets, tests, and quizzes, the work samples must be graded by the teacher and correct and/or incorrect answers should be clearly identified. If the information included in the work sample can be verified, the scorers should verify the accuracy of the student's work.

NOTE:

The *SOL Curriculum Framework* may be used to assist scoring teams to understand the standards addressed.

7.2.3 Score reports

Score reports for students submitting a VSEP will be returned to the school division after completion of scoring. Scores will be sent directly to the DDOT. VSEP scores will verify a credit for the course being submitted or provide certification that the student has met the literacy and/or numeracy requirements of the Modified Standard Diploma.

8. VSEP RESCORE PROCESS

8.1 Purpose of Rescore

The primary purpose of the rescore process is to provide an additional step to ensure that the score assigned to the student's CWC is an accurate representation of the student's achievement. A school division may request that a student's CWC be rescored if the student received a failing score **AND** there is evidence that the CWC should have received a higher score. Evidence of this requires that at least two division staff members who are familiar with the VSEP rubric review the CWC and agree that it should have received a higher score.

8.2 Procedures for Request to Rescore CWC

- Request to rescore a student's CWC may be initiated by parents or by school personnel.
- Requests for rescore should be considered only if there is substantial evidence that the CWC should have received a higher score. Division staff familiar with the rubric used to score this assessment must review the CWC.
- All requests to rescore must be reviewed and approved by the school division before being submitted to Pearson.

NOTE: The School Coordinator and DDOT will provide you specific procedures for requesting a rescore.

9. RESUBMISSION

The purpose of resubmissions is to allow a student who failed a course evaluation submission using the VSEP to retake/resubmit another VSEP CWC, based on current SOL policies regarding retakes. Students are required to resubmit the entire CWC, to include additional evidence for standards where the scores were not successful.

NOTE: The School Coordinator and DDOT will provide you specific procedures for a resubmission.

Appendix A

Virginia Substitute Evaluation Program

Intent to Submit a Substitute Evaluation Form

(Separate forms are required for each evaluation considered.)

Section I: Student Information

Student Name: _____ Date of Birth: _____

State Testing Identifier (STI): _____

Current Grade of Enrollment: _____ Diploma Program(s): _____ Administration: ☐ Fall ☐ Spring

Submission Subject/Course: _____

Section II: School Division Information

School Division Name: _____ Division Number: _____

School Name: _____ School Number: _____

School Content/Teacher: _____ Date: _____

YES **NO** *(check yes or no for each statement)*

☐☐

The student has a current IEP or 504 plan.

(Please do not submit the student's IEP/504 Plan.)

☐☐

The student is enrolled in a course or has passed a course that has a Standards of Learning end-of-course test and/or the student is pursuing a Modified Standard Diploma and seeking certification to meet the literacy and/or numeracy requirements.

☐☐

The impact of the student's disability demonstrates to the IEP team or 504 committee that the student will not be able to access the Standards of Learning assessment(s), even with accommodations, and requires a substitute evaluation.

☐☐

All accommodations listed on the following pages have been considered for use with the student in the course/content submission area.

*(If **NO** is checked for **ANY** box, the student does **NOT QUALIFY** for the Virginia Substitute Evaluation Program.)*

Appendix A, continued

Section III: Allowed Accommodations

Directions: Check each box that corresponds to the considered accommodations as it pertains to the student's program and disability.

TIMING/SCHEDULING —

- ☐ time of day
- ☐ breaks during test
- ☐ multiple test sessions *
- ☐ order of test administration

SETTING —

- ☐ preferential seating (e.g., at the front of the room or in a study carrel)
- ☐ individual testing (one-on-one)
- ☐ special lighting
- ☐ adaptive or special furniture
- ☐ hospital/home/non-school setting

PRESENTATION —

- ☐ Braille *
- ☐ large print *
- ☐ enlarging the answer document
- ☐ reading directions to students
- ☐ simplifying directions
- ☐ interpreting/transliterating directions (e.g., sign language, cued speech) *
- ☐ written directions to accompany oral directions
- ☐ clarifying directions
- ☐ reading of test items aloud
- ☐ masks or markers to maintain place
- ☐ audio-tape version of test items*
- ☐ interpreting/transliterating (e.g., sign language, cued speech) test items
- ☐ magnifying glass
- ☐ amplification equipment (e.g., hearing aid or auditory trainer)
- ☐ templates

**Special procedures are to be followed for any accommodation accompanied by an (*). Please consult the document Virginia Department of Education's Procedures for Participation of Student's with Disabilities in Virginia's Accountability System.*

Appendix A, continued

Section III: Allowed Accommodations (continued)

PRESENTATION —

- ☐ reading test items aloud on the English: Reading test *
- ☐ using audio-cassette version of the English: Reading test *
- ☐ interpreting/transliterating (sign language, cued speech) test items on the English: Reading test *

RESPONSE —

- ☐ student marks booklet and teacher/proctor transfers answers to answer sheet *
- ☐ student responds verbally, points, or indicates an answer and teacher/proctor marks answer sheet *
- ☐ abacus
- ☐ arithmetic tables
- ☐ braille *
- ☐ large diameter/special grip pencil
- ☐ word processor *
- ☐ typewriter *
- ☐ augmentative communication device *
- ☐ spell check (including spell checkers)
- ☐ spelling dictionary (does not include a dictionary with definitions)
- ☐ tape recorder (only for pre-writing activity to tape response for English writing test)

RESPONSE —

- ☐ dictation to a scribe (writing sample component of the English writing test only) *
- ☐ use of a calculator with additional functions to those routinely supplied to all students

** Special procedures are to be followed for any accommodation accompanied by an (*). Please consult the document Virginia Department of Education's Procedures for Participation of Student's with Disabilities in Virginia's Accountability System.*

Appendix A, continued

Section IV: Justification Statement

In the space below please provide a justification statement and reference documentation as to why the IEP team/504 committee has determined that the impact of the student’s disability prevents access to the Standards of Learning Assessments even with accommodations (i.e., psychological evaluation 10/03, medical report 10/03, teacher observations, testing accommodations, etc.). (Section 4.1)

Signed:

_____ Date _____
Course Content Teacher

_____ Date _____
Special Education Teacher

_____ Date _____
Parent

_____ Date _____
Building Administrator or Designee

_____ Date _____
Other

APPENDIX B

Virginia Substitute Evaluation Program

Evaluation Plan Submission Form

Section I: Student Information

Student Name: _____ Date of Birth: _____

State Testing Identifier (STI): _____

Current Grade of Enrollment: _____ Diploma Program(s): _____ Administration: ☐ Fall ☐ Spring

Submission Subject/Course: _____

Section II: School Division Information

Division Name: _____ Division Number: _____

School Name: _____ School Number: _____

School Content/Teacher: _____ Date: _____

Signed:

Course Content Teacher Date _____

Special Education Teacher Date _____

Appendix B, continued

Section III: Course Evaluation Plan

Standard (s) Assessment	Description of Planned Evaluation Method or Product
Example: Biology Bio. 1, Bio. 2	Videotape of John conducting an experiment dealing with DNA and cell theory involving observation, hypothesis, defining variables, data analysis, error calculation, validity, models, and conclusions using research and technology and examining alternate theories or causes.

Use as many pages as necessary.

APPENDIX C

Virginia Substitute Evaluation Program

Evaluation Plan Approval/Denial Form

Student Name: _____ Date of Birth: _____

State Testing Identifier (STI): _____

School Name: _____ School Division Name: _____

Subject/Course Submission: _____

Administration: ☐ Fall ☐ Spring

Diploma Option: ☐ Advanced Studies Diploma
(*check all that apply*) ☐ Standard Diploma
☐ Modified Standard Diploma

Evaluation Plan: ☐ Approved ☐ Denied ☐ Pending

Review Recommendations:

Signed:

Division of Student Assessment and School Improvement
Virginia Department of Education

Date

APPENDIX D

Virginia Substitute Evaluation Program

Course Work Compilation Submission Cover Sheet and Affidavit

Section I: Student Information

Complete one cover sheet for each content area submission.

Student Name: _____ Date of Birth: _____

State Testing Identifier (STI): _____

School Name: _____ School Division Name: _____

Subject/Course Submission: _____

Administration: ☐ Fall ☐ Spring

Diploma Option: ☐ Advanced Studies Diploma

(check all that apply) ☐ Standard Diploma

☐ Modified Standard Diploma

Section II: Affidavit of Student Performance

I, the undersigned, do attest that all work contained in this Course Work Compilation was performed, to the best of my knowledge, by the student using allowed accommodations as stated in his/her current IEP or 504 plan and in the presence of a teacher or paraprofessional. In the compiling of this evidence with the student and/or on his/her behalf,

I did not:

- fabricate, alter, modify student work samples, products or data.
- describe behaviors that provide a negative image of the student.
- provide any accommodations/assistive devices that are not documented in the student's IEP/504 Plan and a regular part of the student's daily instruction.

Further, I attest that the student will not participate in an SOL test for this course/content during this administration of state assessments.

Course Content Teacher

Date

Special Education Teacher

Date

Building Administrator or Designee

Date

APPENDIX E

Virginia Substitute Evaluation Program

Completed Course Work Compilation Submission Checklist

Each of the following three Course Work Compilation (CWC) documentation forms must be signed and included in order for the review to be completed. If documentation forms are incomplete or not provided, the CWC will be returned to the school division for completion and resubmission.

- ☐ An approved *Evaluation Plan Approval/Denial Form*. (Approved forms are returned to the school division within ten working days of submission to the Virginia Department of Education.)
- ☐ A *Course Work Compilation Submission Form Cover Sheet and Affidavit*. (Include one for each course with all signatures assuring student creation of submissions and compilation matrix.)
- ☐ A *Course Work Compilation* that supports the content area Standards of Learning where the student is seeking an end-of-course verified credit for the Standard or Advanced Studies Diploma, or certification for having met the literacy and/or numeracy requirements for the Modified Standard Diploma.
- ☐ All SOL addressed in the test blueprint have been evidenced in the collection.
- ☐ Accommodations used are documented in the student's IEP/504 Plan.
- ☐ Work samples are graded, and work answers are clearly identified.
- ☐ Each piece of evidence includes a completed SEI tag identifying the SOL, the bullet, and whether the evidence is "Demonstrated" or "Inferred."

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